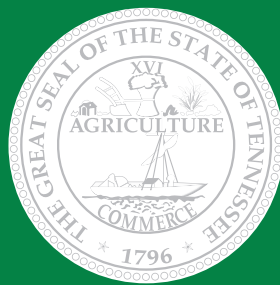


Tennessee

Test Administration Manual

End-of-Course Assessment Physical Science and U.S. History Field Tests



Spring 2004

45293

For this administration only, special handling is required for the Physical Science and U.S. History tests. All Physical Science and U.S. History answer sheets, test books, and unused materials must be returned to CTB/McGraw-Hill. Your end count of test books must match your original inventory.

This manual is provided to assist in the administration of the Tennessee End-of-Course Physical Science and U.S. History examinations. To ensure a smooth implementation of this testing program, please become familiar with the contents of this manual. Many potential problems can be avoided by studying these procedures.

Please read these directions carefully before distributing any materials to your schools.

SAVE YOUR BOXES!

The boxes in which you received your test materials should be saved to return the materials to CTB/McGraw-Hill.

End-of-Course test materials will be packed separately and shipped to the systems approximately two weeks prior to the system test date.

| | |
|----------------|---|
| April 27, 2004 | End-of-Course U.S. History Field Test Date |
| April 28, 2004 | End-of-Course Physical Science Field Test Date |
| May 5, 2004 | Last day to arrange for pickup of the Physical Science and U.S. History materials |

Evaluation and Assessment Division (615) 741-0720
Tennessee Department of Education
Andrew Johnson Tower, 7th Floor
710 James Robertson Parkway
Nashville, TN 37243-0376

(877) 325-5416
Tennessee Testing Team
CTB/McGraw-Hill
20 Ryan Ranch Road
Monterey, CA 93940

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SECTION I: TEST SECURITY

State of Tennessee Test Security Law

Tennessee Code Annotated (T.C.A.) 49-1-607 states:

Any person found to have not followed security guidelines for administration of the TCAP test, or successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license.

[Acts 1992, ch. 535, 4.]

State Test Security Measures

The State will

- establish security guidelines to ensure the integrity of the testing process
- implement safeguards to ensure test content security
- communicate through the System Testing Coordinator matters concerning security, material orders, and shipping verifications
- provide distribution and shipping logs to ensure accurate inventory of test materials at the system and school levels
- conduct random visits during testing to ensure test security and consistency of administration
- provide Breach of Testing Security Report forms to document local test security concerns
- review submitted Breach of Testing Security Reports and follow up as needed
- release student-specific test data only to authorized personnel

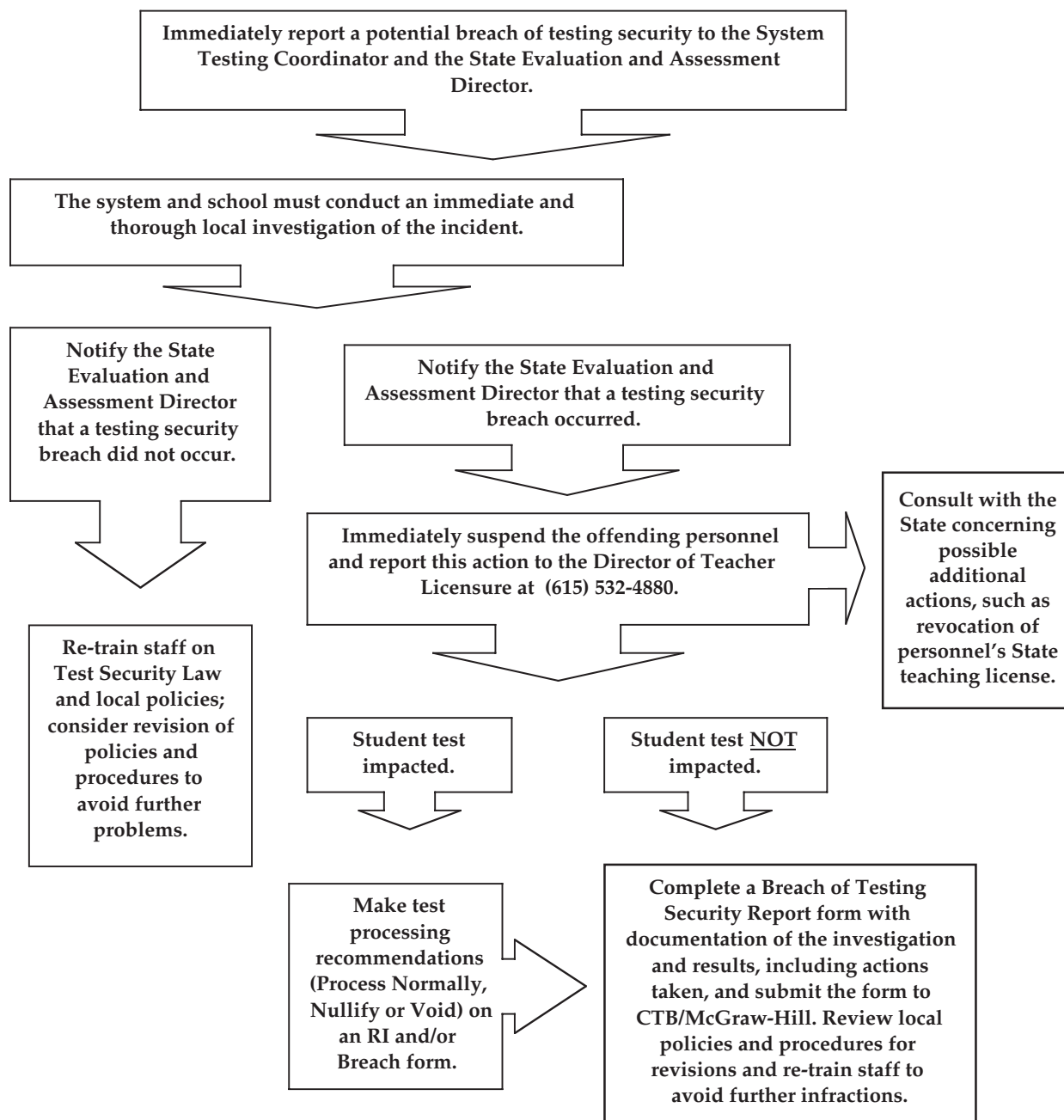
State Test Security Guidelines

The Public School Systems, State Special, and Non-Public Schools MUST

- adopt a locally-monitored test security policy which incorporates, at a minimum, these State Test Security Guidelines
- implement policies and procedures to prohibit all personnel from obtaining knowledge of test items or passage content before, during, and after testing
- train all personnel involved in the testing process on State Test Security Law, Security Guidelines, local policy, and test administration procedures; retain training documentation for system records
- restrict handling of test materials to authorized personnel at all times
- implement check-in, check-out, and quantity verification procedures for all test materials at the system level, at the school level, and for each test session
- return test materials immediately after each test session and when the entire administration is completed
- store test materials in a centrally-located locked room that is inaccessible to unauthorized persons
- conceal all instructional or reference materials in the test setting which are related to the content area being assessed, such as maps, posters, student samples, bulletin board items, etc.
- turn off all electronic communication devices (cell phones, pagers, palm pilots, etc.) in the test setting
- confirm each student is the person named on the answer document for every testing session
- require Test Administrators and Proctors to remain with the students and be observant and non-disruptive throughout the test session
- require Test Administrators and Proctors to carefully adhere to all test administration and accommodation instructions, following appropriate schedules
- prohibit coaching students in any way during State assessments
- prohibit reading test items and passages by anyone other than the students being tested, unless indicated in test instructions or accommodations
- ensure students respond to test without assistance from anyone
- maintain confidentiality of student-specific demographic information and test results at all times
- document test security concerns, including missing materials, on the Breach of Testing Security Report form

Breach of Testing Security Procedures for Physical Science and U.S. History

It is the responsibility of the school system to establish a secure testing environment for all assessments. Open lines of communication should be maintained to encourage suggestions for improvements in testing procedures and for reporting any possible testing impropriety. Upon receipt of any information concerning a possible breach of testing security, the school and system must initiate an immediate and thorough investigation into the circumstances of the event. The following chart is provided for guidance in handling potential breach of testing security concerns. Questions should be directed to the State Evaluation and Assessment at (615) 741-0720.





Tennessee Department of Education

Evaluation and Assessment Division
Andrew Johnson Tower, 7th floor
710 James Robertson Parkway
Nashville, TN 37243

Breach of Testing Security Report

NOTE: This form is to be used only when reporting a testing security breach. A Report of Irregularity should be used to report student cheating.

TCA 49-1-607. Noncompliance with security guidelines for TCAP or successor test. Any person found to have not followed security guidelines for administration of the TCAP test, or a successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license.

System _____ School _____

Test Administrator _____ Grade _____ Test Date _____

Report pertaining to (check one):

☐ Achievement ☐ Gateway ☐ End-of-Course ☐ Writing ☐ Competency

Explanation of Testing Security Event:

(Be sure to include a description of the event, results from the investigation, actions taken with personnel and recommendations for student test processing, if applicable. Attach additional pages of explanation and any necessary documents.)

Signature of Reporter _____ Date _____ Phone Number _____

Top copy to be sent to the State

Middle copy to be kept by System Testing Coordinator

Bottom copy to be kept by reporter

ED 3036
Revised 9/03

Breach of Testing Security Report, Sample

SECTION II: PROGRAM PERSONNEL RESPONSIBILITIES

All system personnel are responsible for the proper administration and security of State assessments. Designated program personnel specifically responsible for State assessments at the local level include the System Testing Coordinator, Building Testing Coordinators, Test Administrators, and Proctors. Public, State Special, and Non-Public School Directors should ensure all of the program personnel responsibilities are fulfilled.

System Testing Coordinator

- serves as the system contact for all assessment communications between the State and local schools, including participating in State testing Listserv and ordering, receiving, shipping, and accounting for assessment materials
- attends State assessment meetings
- assists school system with development and implementation of the local test security plan, monitors compliance, and leads investigations of all local test security concerns
- develops test schedules with school administrators to minimize test security risks, e.g., testing to occur at the same time systemwide, administer a content test/subtest (8th grade Writing or 5th grade Math, Part 1) at the same time across a grade level in a school, administer a subject test (Gateway Science) at the same time within a school
- notifies appropriate media and local officials, e.g., Fire Chief, Community Event Planners, of test schedule to facilitate the test process and prevent test disruptions
- conducts assessment training sessions for Building Testing Coordinators and other system personnel
- orders assessment materials and assures all applicable schools and grade levels are included
- verifies quantities of assessment materials received, distributed, collected, and returned, including used and unused tests and answer documents
- completes and returns the Central Office Distribution Log and verifies schools' Shipping Order forms to document assessment material inventories
- ensures all test administration and handling procedures are accomplished (checklists provided in this manual for assistance)
- implements procedures to ensure all students are assessed and accounted for as required (including Homebound and Home School)
- verifies appropriate use and accurate completion of the Breach of Testing Security Report forms, signs and returns them per instructions
- ensures assessment materials, including Answer Sheet Envelopes, are appropriately completed and in the specified order when returned for processing
- retains a detailed record of boxed test materials returned for processing
- distributes test results promptly to appropriate school personnel

See Section VI for System Testing Coordinator's Checklist defining specific duties.

Building Testing Coordinator

- serves as the building contact for all assessment communications between the System Testing Coordinator and school personnel, including ordering, receiving, returning, and accounting for assessment materials
- attends training session conducted by the System Testing Coordinator
- enforces the local test security plan, monitors test procedures, and assists the System Testing Coordinator with investigating test security concerns
- assists Principal in notifying all school personnel and parents/guardians of test dates and schedules
- conducts or reinforces test administration training for Test Administrators and Proctors
- implements check-in, check-out, and quantity verification procedures for all test materials after each test session
- establishes a restricted, secure, centrally-located storage area for test materials at all times
- counts to confirm quantities of assessment materials received, distributed, collected, and returned, including used and unused tests and answer documents
- completes and returns the school's Shipping Order form to document assessment material inventories
- utilizes checklist provided in this manual for test procedures
- ensures all students are assessed and accounted for as required
- ensures all student demographic information is completed appropriately
- verifies contents of Answer Sheet Envelopes
- verifies appropriate use and accurate completion of the Breach of Testing Security Report forms, signs and returns them to the System Testing Coordinator
- compiles all used and unused assessment materials in the specified order (see Section VII, Return Procedures), **packs them in the original shipping boxes**, and returns the packed boxes to the System Testing Coordinator

See Section VI for Building Testing Coordinator's Checklist defining specific duties.

Test Administrator and Proctor

- attends Test Administrator training sessions
- notifies students and parents/guardians of test dates and schedule
- adheres to local test security plan and reports any test security concerns utilizing Breach of Testing Security Report form as needed
- adheres carefully to all test administration and accommodation instructions, following appropriate schedules
- counts to confirm quantities of assessment materials received, distributed, collected, and returned, including used and unused tests and answer documents
- utilizes checklist provided in this manual for test procedures
- ensures that all instructional or reference materials in the test setting which are related to the content area being assessed, are concealed, such as maps, posters, student samples, bulletin board items, etc.
- ensures all electronic communication devices (cell phones, pagers, palm pilots, etc.) in the test setting have been turned off
- provides an uncluttered testing space for each student and removes all extraneous items, e.g., food, beverages, candy, backpacks, purses, textbooks, notebooks, etc.
- assesses and accounts for all students as required
- monitors to ensure all student demographic information is completed correctly and remains confidential at all times
- confirms each student is the person named on the answer document for every testing session
- remains with the students and is observant and non-disruptive throughout the testing session
- DOES NOT READ test items or passages, unless indicated in test instructions or accommodations
- does not coach students in any way during State assessments
- ensures students respond to test without assistance from anyone
- completes the Breach of Testing Security Report forms as needed, signs and returns them to the Building Testing Coordinator
- returns all used and unused assessment materials to the Building Testing Coordinator

The Proctor performs duties as assigned under the supervision of the Test Administrator.

See Section V for Test Administrator's Checklist defining specific duties.

SECTION III: TEST ACCOMMODATIONS

Braille Tests

Braille versions are not available for the field testing of the End-of-Course Physical Science and U.S. History Tests.

Large Print Tests

Large Print versions are not available for the field testing of the End-of-Course Physical Science and U.S. History Tests.

2003–2004 TCAP ALLOWABLE ACCOMMODATIONS

This chart indicates Allowable Accommodations available for all students as noted for each TCAP assessment. Students may use multiple Allowable Accommodations.

| Test Accommodation | TCAP Achievement | TCAP Competency | TCAP End-of-Course (EOC)/ TCAP Gateway | TCAP Writing |
|--|--|--|--|--|
| Modified Test Format | | | | |
| Braille (Readers for illustrations and graphs are permitted if verified Visual Impairment is documented on IEP.) | Available with or without audio Flexible Setting required if using audio See <i>Teacher's Notes to Braille Edition</i> for directions. | Available with or without audio Flexible Setting required if using audio Untimed | EOC – Extended time is allowed if student meets required conditions for Special Accommodation B. Gateway –Untimed | Extended time is allowed if student meets required conditions for Special Accommodation B. |
| Large Print (Readers for illustrations and graphs are permitted if verified Visual Impairment is documented on IEP.) | Extended time is allowed if student meets required conditions for Special Accommodation B. | Untimed | EOC – Extended time is allowed if student meets required conditions for Special Accommodation B. Gateway – Untimed | Extended time is allowed if student meets required conditions for Special Accommodation B. |
| Audio | Not available for regular or Large Print test versions | SPECIAL ACCOMMODATION ONLY | NOT AVAILABLE | NOT AVAILABLE |
| Oral Instructions Delivery | | | | |
| Sign Oral Instruction | ✓ | ✓ | ✓ | ✓ |
| Re-read/sign Oral Instructions | ✓ | ✓ | ✓ | ✓ |
| Calculator | | | | |
| | Allowable for specified subtests. See <i>Test Administration Manual</i> for instructions. | SPECIAL ACCOMMODATION ONLY | See <i>Test Administration Manual</i> for calculator restrictions. | NOT APPLICABLE – no calculations |
| Flexible Setting | | | | |
| Individual | ✓ | ✓ | ✓ | ✓ |
| Small Group | ✓ | ✓ | ✓ | ✓ |
| Designated Part of Room | ✓ | ✓ | ✓ | ✓ |
| Study Carrel | ✓ | ✓ | ✓ | ✓ |
| Special Education Classroom | ✓ | ✓ | ✓ | ✓ |
| Homebound/Out of School | ✓ | ✓ | ✓ | ✓ |
| Visual/Tactile Aids | | | | |
| Magnification Equipment | ✓ | ✓ | ✓ | ✓ |
| Templates, Masks, Pointers | ✓ | ✓ | ✓ | ✓ |
| Abacus | ✓ | ✓ | ✓ | NOT APPLICABLE – no calculations |
| Auditory Aids | | | | |
| Amplification | ✓ | ✓ | ✓ | ✓ |
| Noise Buffer | ✓ | ✓ | ✓ | ✓ |
| Flexible Scheduling | | | | |
| Flexible Scheduling of Subtests | ✓ | ✓ | ✓ | ✓ |
| Flexible Time of Day | ✓ | ✓ | ✓ | ✓ |
| Scribe/Recording Answers | | | | SPECIAL ACCOMMODATION ONLY |
| Student Answers in Test Booklet | ✓ | ✓ | ✓ | NOT APPLICABLE |
| Student Answers on Separate Sheet of Paper | ✓ | ✓ | ✓ | SPECIAL ACCOMMODATION ONLY |
| Answers Recorded by Scribe | ✓ | ✓ | ✓ | SPECIAL ACCOMMODATION ONLY |

2003–2004 TCAP Allowable Accommodations

Any departure from standardized test procedures can potentially invalidate the test results. **The test validity is seriously threatened by accommodations that change the nature of the task being tested.** TCAP Allowable Accommodations are available for use by all students as noted below. Multiple TCAP Allowable Accommodations may be used. TCAP Allowable Accommodations are specifically defined as follows.

- **Modified Format Tests:** This refers to Large Print and Braille versions that are not available at this time for Physical Science or U.S. History field tests.
- **Oral Instructions Delivery:** Directions normally read aloud to students may be signed verbatim for students with hearing impairments. Only spoken portions of the directions may be signed.
Directions normally read aloud or signed to students may be re-read/signed verbatim as needed.
- **Calculator:** A calculator is permitted on the Physical Science Test. See Section V, Calculator Use, for calculator restrictions.
- **Flexible Setting:** Students may take the EOC Tests in an individual or small group setting, seated in a designated area of the room, in a study carrel, or in the special education classroom. Homebound students may take the test at home or another approved location with appropriate documentation.
- **Visual/Tactile Aids:** Aids may include magnifying devices, use of templates to reduce the amount of visible print on a page, masks, pointers, and abacuses.
- **Auditory Aids:** Auditory aids include amplification devices and devices that are used as noise buffers.
- **Flexible Scheduling:** EOC Tests are timed and the administration must remain within the overall time allotted. EOC Tests may be given in smaller segments. Breaks taken by the student during the testing period must be closely supervised.
Note: Any test on which Flexible Scheduling is used must be completed in one school day.
- **Scribe/Recording Answers:** Students who cannot mark their own answer documents may use an impartial Scribe. A Scribe may be used to record responses or to transcribe the student's answers from a modified answer document or test booklet. Students who cannot utilize the answer document may record directly in the test booklet or on a separate piece of paper. Ensure that the student's name, Social Security Number, school, system, and teacher name are written on the front cover of the test booklet. The student's answers must be transcribed to a regular answer document and placed with documents to be scored.

2003–2004 SPECIAL ACCOMMODATIONS¹

| Accommodations Students may use multiple accommodations if required conditions are met. | TCAP Achievement | TCAP Competency | TCAP End-of-Course (EOC) / TCAP Gateway | TCAP Writing | Required Conditions for Accommodations All Special Accommodations must be documented on the IEP or the 504 Service Plan and used consistently in the classroom. |
|---|---|---|--|---|---|
| A. Extended Time – Fine Motor | NOT ALLOWED | NOT APPLICABLE – Untimed | EOC – NOT ALLOWED Gateway – NOT APPLICABLE – Untimed | See <i>Test Administration Manual</i> for extended time limits | <ul style="list-style-type: none"> IEP Fine-Motor Goal Verified |
| B. Extended Time – Visual Impairment | See <i>Test Administration Manual</i> for extended time limits | NOT APPLICABLE – Untimed | EOC – See <i>Test Administration Manual</i> for extended time limits Gateway – NOT APPLICABLE – Untimed | See <i>Test Administration Manual</i> for extended time limits | <ul style="list-style-type: none"> As indicated on IEP with Verified Visual Impairment |
| C. Read Aloud/Sign Internal Test Instructions | See <i>Test Administration Manual</i> for directions | May read aloud or use Audio only or Audio with test booklet | See <i>Test Administration Manual</i> for directions | NOT APPLICABLE – No internal test items | <ul style="list-style-type: none"> ≤16th Percentile (84 Standard Score) on Individual Standardized Reading Test (Basic Reading Skills <i>OR</i> Reading Comprehension – within 2 years of TCAP) <i>and/or</i> Visual and/or Hearing Impairment |
| D. Read Aloud/Sign Internal Test Items | See <i>Test Administration Manual</i> for allowable subtests (504 Service Plan) Allowed for Reading/Language Arts, Word Analysis, Language Mechanics, Spelling, and Vocabulary (IEPs only) | May read aloud or use Audio only or Audio with test booklet | See <i>Test Administration Manual</i> for directions Not allowed for EOC English I or Gateway Language Arts | Allowable Accommodation for all students | <ul style="list-style-type: none"> ≤16th Percentile (84 Standard Score) on Individual Standardized Reading Test (Basic Reading Skills <i>OR</i> Reading Comprehension – within 2 years of TCAP) <i>and/or</i> Visual and/or Hearing Impairment |
| E. Calculator | Document as a Special Accommodation when LEA does not allow calculators as Allowable Accommodation See <i>Test Administration Manual</i> for specified subsections | See <i>Test Administration Manual</i> for selected items | Document as a Special Accommodation when LEA does not allow calculators as Allowable Accommodation See <i>Test Administration Manual</i> for calculator restrictions | NOT APPLICABLE – No calculations | <ul style="list-style-type: none"> ≤16th Percentile (84 Standard Score) on Individual Standardized Computation Test (within 2 years of TCAP) |
| F. Talking or Electronic Device with Braille Display | Applicable for all math subtests | Applicable for Math Competency | Applicable for all math tests See <i>Test Administration Manual</i> for calculator restrictions | NOT APPLICABLE – No calculations | <ul style="list-style-type: none"> As indicated on IEP – Visual Impairment – calculator must be utilized 100% of the time in ALL mathematics <i>and</i> Will be necessary for post-school success |
| G. Word Processor with or without Talk-Text Technology | NOT APPLICABLE – see Scribe below | NOT APPLICABLE – see Scribe below | NOT APPLICABLE – see Scribe below | See <i>Test Administration Manual</i> for directions | <ul style="list-style-type: none"> IEP goal in writing where technology is used consistently throughout educational program (grammar, spell-check, and thesaurus not allowed) Technology used as accommodation is necessary for post-school success |
| H. Scribe/Recording Answers | Allowable Accommodation for all students | Allowable Accommodation for all students | Allowable Accommodation for all students | See <i>Test Administration Manual</i> for extended time limits and directions | <ul style="list-style-type: none"> As indicated on IEP or 504 Service Plan where used consistently in educational program <i>or</i> Due to short-term physical inability to write |
| I. Student Reads Items into Auditory Recorder and Plays Back Immediately for Comprehension | See <i>Test Administration Manual</i> for extended time limits, directions and special handling instructions May be used for all subtests | Untimed See <i>Test Administration Manual</i> for directions and special handling instructions May be used for both tests | EOC – See <i>Test Administration Manual</i> for extended time limits, directions and special handling instructions May be used for all tests Gateway – Untimed – See <i>Test Administration Manual</i> for directions and special handling instructions May be used for all tests | No extended time limits See <i>Test Administration Manual</i> for directions and special handling instructions | <ul style="list-style-type: none"> IEP or 504 Service Plan where this accommodation is used consistently throughout the student's educational program |

¹Refer to TCAP IEP Addendum grids for individual TCAP Assessments – Achievement, Writing, Competency, End-of-Course, and Gateway Assessments – for Special Accommodations applicable to each test.
03TCAP Accommodations Instructions
Department of Education

2003–2004 Special Accommodations

Questions regarding required conditions for the use of Special Accommodations should be directed to the Division of Special Education at (615) 741-2851. Test administration questions should be directed to the Evaluation and Assessment Division at (615) 741-0720.

Special Accommodations should be limited to those listed below in order to obtain valid results. Requests for any type of accommodation other than those listed below must be directed to the Division of Special Education.

Special Accommodations may be used only if indicated on the student's IEP or 504 Service Plan. Students may use multiple Special Accommodations if they meet all of the required conditions. The answer document displays only the Special Accommodations permitted for the assessment. Bold letters correspond to the answer document coding.

| Special Accommodations | | | | |
|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| B | C | D | F | I |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

B Extended Time for Students with Visual Impairments

This accommodation does not apply to Gateway Tests as they are untimed.

Test Administrators must verify the circle for **Special Accommodation B** is darkened on the answer document to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for the number of hours that the student receives special education services is darkened on the answer document.*

This accommodation may be used with all assessment materials, including Braille, Large Print, and regular print tests. This accommodation may be used along with visual aids, such as masks, pointers, and templates. Accommodation B applies to students receiving special education services only, and must be documented in the student's IEP. The amount of extended time must be determined by the student's IEP Team. No test should be administered for more than 75 minutes without allowing for a 10-minute break. Breaks taken by the student during the testing period must be closely supervised.

C Read Aloud/Sign Internal Test Instructions

Test Administrators must verify the circle for **Special Accommodation C** is darkened on the answer document to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for 504 Service Plan or the number of hours that the student receives special education services is darkened on the answer document.*

The appropriateness of reading accommodations must be verified through individualized assessments given within two years of the TCAP assessment. Special Accommodation C may be used by students scoring at or below the 16th percentile (84 standard score) on an individualized standardized test of reading and/or by students who meet eligibility standards for a Visual and/or Hearing Impairment. Group achievement tests such as the TCAP Achievement, Iowa Test of Basic Skills, or Stanford Achievement Tests are not acceptable measures for determination of the student's achievement level for use of Special Accommodation C.

If the required assessment results are not available within two years of the TCAP assessment, and the IEP Team or 504 Review Committee agrees this accommodation would be appropriate, it will be necessary to administer the basic reading (word recognition) skills and/or comprehension sections of an individual, standardized achievement test to the student. School personnel trained in individual achievement testing should administer this assessment. Document student scores in the space provided on the Accommodations Addendum.

Eligible students must receive this accommodation under the following conditions:

1. The student must be tested in an isolated area in which students who do not need the accommodation may not hear or see (signing) the test administration. This must be provided in an individual or small group setting with students needing the same accommodation.
2. Internal Test Items must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.

D Read Aloud/Sign Internal Test Items

For students with an IEP or 504 Service Plan, **Special Accommodation D** may be used on the following EOC and Gateway Tests: EOC Math Foundations II, Gateway Mathematics and Gateway Science. It may be used on EOC U.S. History and EOC Physical Science Tests during the field testing for Spring 2004.

Special Accommodation D may also be used on the EOC English I and Gateway Language Arts Tests **only under the following specific requirements for students who have this accommodation on their IEP**. The use of Special Accommodation D on the EOC English I and Gateway Language Arts Tests may be used by students with an IEP who meet the requirement of scoring at or below the 16th percentile (84 standard score) on an individualized standardized test of reading and/or by students who meet eligibility standards for a Visual and/or Hearing Impairment. Accommodation D should be appropriate and consistently used during regular instruction, including reading and language arts.

Note: Regulations under NCLB do not extend use of Accommodation D to tests measuring reading/ language arts for students with 504 Service Plans.

The appropriateness of reading accommodations must be verified through individualized assessments given within two years of the TCAP assessment. Group achievement tests such as the TCAP Achievement, Iowa Test of Basic Skills, or Stanford Achievement Tests are not acceptable measures for determination of the student's achievement level for use of Special Accommodation D.

Test Administrators must verify the circle for Special Accommodation D is darkened on the answer document to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for 504 Service Plan or the number of hours that the student receives special education services is darkened on the answer document.*

If the required assessment results are not available within two years of the TCAP assessment, and the IEP Team or 504 Review Committee agrees this accommodation would be appropriate, it will be necessary to administer the basic reading (word recognition) skills and/or comprehension sections of an individual, standardized achievement test to the student. School personnel trained in individual achievement testing should administer this assessment. Document student scores in the space provided on the Accommodations Addendum.

Eligible students must receive this accommodation under the following conditions:

1. The student must be tested in an isolated area in which students who do not need the accommodation may not hear or see (signing) the test administration. This accommodation must be provided in an individual or small group setting with students needing the same accommodation.
2. Internal Test Items must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.

F Talking Calculator or Electronic Device with Braille Display

Test Administrators must verify the circle for **Special Accommodation F** is darkened on the answer document to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for the number of hours that the student receives special education services is darkened on the answer document.*

Special Accommodation F may be used by students eligible for Special Education with a Visual Impairment when the use of an audible calculator is necessary for everyday calculations and post-school success. This accommodation may be used on all mathematics tests when the required conditions for this accommodation have been met. Eligible students should receive this accommodation using a talking calculator with earphones. In the event earphones are not available for the talking calculator, the student must be tested in an isolated area.

I Student Reads into Auditory Recorder and Plays Back Immediately for Comprehension

Test Administrators must verify the circle for **Special Accommodation I** is darkened on the answer document to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for 504 Service Plan or the number of hours that the student receives special education services is darkened on the answer document.*

Special Accommodation I may be used on all TCAP Assessments by students with an IEP or 504 Service Plan indicating consistent use throughout the student's educational program. This accommodation is effective for students when reading fluency is on grade level and difficulty in reading comprehension is documented. Special Accommodation I may be useful in situations where Accommodation D is not permitted (i.e., EOC English I and Gateway Language Arts Tests).

Eligible students must receive this accommodation under the following conditions:

1. Ensure that student has a blank tape and tape recorder.
2. The student must be tested during the same testing session as other students.
3. The student must be tested in an isolated area in which students who do not need the accommodation cannot hear the student's speaking or playback of the tape.
4. Extended time limits may be determined by the student's IEP Team or 504 Review Committee.
5. Only the student may read into the audio recorder.
6. The student may read only internal test instructions and items into the audio recorder to be played back immediately for response.
7. Student's responses to his/her recording of test items must be marked on the answer document provided for that test. If the student is answering directly in the test booklet, ensure that responses are transcribed onto the answer document.
8. The used audio tape must be returned according to the following procedures:
 - a) Upon completion of the test, the audio tape should be returned to its protective casing and sealed.
 - b) Label the audio tape with the student's name, Social Security Number, grade, school, system, and teacher name.
 - c) Place the sealed and labeled audio tape in an envelope for return.
 - d) Via Priority Mail, send the envelope to

**Tennessee Department of Education
Evaluation and Assessment Division
Andrew Johnson Tower, 7th Floor
710 James Robertson Parkway
Nashville, TN 37243-0375
Attn: Alternative Assessment Coordinator**

9. Under no circumstances may audio tapes be retained or copied.

2003–2004 English Language Learner (ELL) Accommodations

| Accommodation | TCAP Achievement | TCAP Competency | TCAP End-of-Course (EOC)/ TCAP Gateway | TCAP Writing Assessment | Required Conditions for Accommodations |
|---|--|---|---|-------------------------|--|
| Q Extended Time | Time and a half per subtest | NOT APPLICABLE-Untimed | EOC - Time and a half per test Gateway – NOT APPLICABLE - Untimed | Time and a half | <ul style="list-style-type: none"> • ELL, and • score as limited English proficient on IPT |
| R Bilingual Dictionary | Not allowed for Language Arts, Reading, Spelling, Word Analysis and Vocabulary subtests | Not Allowed for Language Arts | Not Allowed for EOC English I and Gateway Language Arts | NOT ALLOWED | <ul style="list-style-type: none"> • ELL, and • score as limited English proficient on IPT |
| S Read Aloud in English Internal Test Instructions | All subtests | May read aloud or use Audio only or Audio with test booklet | All tests | All tests | <ul style="list-style-type: none"> • ELL, and • score as limited English proficient on IPT |
| T Read Aloud in English Internal Test Items | Not allowed for Language Arts, Reading, Spelling, Word Analysis and Vocabulary subtests | May read aloud or use Audio only or Audio with test booklet | Not Allowed for EOC English I and Gateway Language Arts | All tests | <ul style="list-style-type: none"> • ELL, and • score as limited English proficient on IPT |

Remember all students are eligible for **Allowable Accommodations**, as needed, on any TCAP assessment.

Questions regarding required conditions for use of ELL Accommodations should be directed to TN ELL Consultant at (615) 741-3262.

2003–2004 English Language Learner (ELL) Accommodations

All students are expected to achieve the same high standards in Tennessee. The State of Tennessee English Language Learners (ELL) Testing Policy states:

“The purpose for including our student population of English Language Learners in our Tennessee Comprehensive Assessment Program is to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.”

There are NO exemptions of ELL students from any State assessments.

ELL status must be determined by the IDEA Proficiency Test (IPT). A score of less than English Proficient on any subtest qualifies students as ELL. School districts must document and determine accommodations each year, based on individual needs and abilities.

The following is a list of approved accommodations provided for English Language Learners in State assessments and may be used, as indicated, on the EOC and Gateway Tests.

| ELL Accommodations | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| Q | R | S | T |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q Extended Time

This accommodation does not apply to Gateway Tests as they are untimed.

This accommodation may be used for all EOC Tests.

The Test Administrator must verify the circle for **ELL Accommodation Q** is darkened to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for ELL is darkened on the answer document.*

Eligible students using this accommodation should be given one and one-half (1½) times the standard time limits for a total of 117 minutes (1 hour 57 minutes).

R Bilingual Dictionary

This accommodation **may not** be used for EOC English I or Gateway Language Arts Tests.

ELL Accommodation R may be used on the following EOC and Gateway Tests: EOC Math Foundations II, Gateway Mathematics, and Gateway Science. It may be used on EOC U.S. History and EOC Physical Science Tests during the field testing for Spring 2004.

The Test Administrator must verify that the circle for **ELL Accommodation R** is darkened to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for ELL is darkened on the answer document.*

S Read Aloud Internal Test Instructions in English

This accommodation may be used for all EOC and Gateway Tests.

The Test Administrator must verify that the circle for **ELL Accommodation S** is darkened to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for ELL is darkened on the answer document.*

Eligible students must receive this accommodation under the following conditions:

1. The student must be tested in an isolated area in which students who do not need the accommodation may not hear the test administration. This must be provided in an individual or small group setting with students needing the same accommodation.
2. Internal Test Items must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.

T Read Aloud Internal Test Items in English

This accommodation is **not allowed** for EOC English I and Gateway Language Arts Tests.

ELL Accommodation T may be used on the following EOC and Gateway Tests: EOC Math Foundations II, Gateway Mathematics, and Gateway Science. It may be used on EOC U.S. History and EOC Physical Science Tests during the field testing for Spring 2004.

The Test Administrator must verify that the circle for **ELL Accommodation T** is darkened to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for ELL is darkened on the answer document.*

Eligible students must receive this accommodation under the following conditions:

1. The student must be tested in an isolated area in which students who do not need the accommodation may not hear the test administration. This must be provided in an individual or small group setting with students needing the same accommodation.
2. Internal test items must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.

SECTION IV: HOME SCHOOL AND HOMEBOUND STUDENTS

Testing Home School Students

Home School students will not be tested in the field testing of the EOC Physical Science and U.S. History Tests.

Testing Homebound Students

Homebound students will not be tested in the field testing of the EOC Physical Science and U.S. History Tests.

SECTION V: TEST ADMINISTRATION

Test Administrator's Checklist for Physical Science and U.S. History Only

BEFORE TESTING

- ☐ 1. Attend Test Administrator training session.
- ☐ 2. Incorporate the school test schedule into class planning.
- ☐ 3. Announce the test dates to students and parents/guardians and discourage scheduling appointments that would conflict with the testing sessions.
- ☐ 4. Explain the purpose of the test to the students.
- ☐ 5. Review the *Test Administration Manual*.
- ☐ 6. Obtain roster of all students to be assessed and ensure student demographic information is available for answer document coding.
- ☐ 7. Identify students needing Allowable Accommodations, Special Accommodations, and/or English Language Learner Accommodations (see Section III, Test Accommodations).
- ☐ 8. Identify and make arrangements for students needing scheduled medical assistance to receive care which will allow them to participate uninterrupted throughout the testing session.
- ☐ 9. Familiarize students with appropriate methods for making responses on this type of test.
- ☐ 10. Execute practice activities, if available.
 - A) distribute and administer practice activities to students
 - B) return all practice materials to Building Testing Coordinator when completed
- ☐ 11. Prepare the test setting.
 - A) conceal or remove all instructional or reference materials, including maps, posters, student samples, bulletin board items, etc.
 - B) arrange the test setting to ensure students work without any assistance from others
- ☐ 12. Ensure appropriate testing materials are available for each test session.
 - A) No. 2 pencils with erasers
 - B) watch or clock with second hand
 - C) test documents—confirm appropriate grade level or content area
 - D) answer documents—confirm appropriate grade level or content area
 - E) materials required for student accommodations or modified format tests
 - F) *Test Administration Manual*
 - G) State assessment forms:
 - (1) Group Information Sheet (GIS)
 - (2) Breach of Testing Security Report
 - H) blank scratch paper (if permitted)
 - I) appropriate calculators (as permitted)
- ☐ 13. Do not read test items or passages, before, during, or after testing, unless indicated in test instructions or accommodations.
- ☐ 14. If reading is required due to instructions or accommodations, do not discuss test contents with anyone.

DURING TESTING

- ☐ 1. Post a "DO NOT DISTURB" sign at the entrance of the testing site.
- ☐ 2. Turn off all electronic communication devices (cell phones, pagers, palm pilots, etc.).
- ☐ 3. Provide a clean testing space for each student and remove all extraneous items, e.g., food, beverages, candy, backpacks, purses, text books, notebooks, etc.
- ☐ 4. Confirm each student has appropriate materials for each test session.
 - A) No. 2 pencils
 - B) blank scratch paper (if permitted)
 - C) other allowable materials
- ☐ 5. Implement a smooth method for distributing and collecting test materials.
 - A) ensure only authorized adults handle materials
 - B) count to confirm quantities of assessment materials received, distributed, collected, and returned
 - C) verify test documents are appropriate grade level or content area for students being assessed
 - D) review plan for distribution and collection of test materials with students
 - E) instruct students to sign any scratch paper
- ☐ 6. Ensure students' names are written on the test booklets.
 - A) mark the test version code in the appropriate area on the student demographic part of the answer document
 - B) confirm the code marked on each student answer document corresponds to the code on the test booklet
- ☐ 7. Instruct students on appropriate methods for marking responses.
 - A) fill the circle completely with a solid, dark mark
 - B) make no stray marks
 - C) erase changes completely
 - D) discourage students from marking responses randomly
 - E) avoid making more than one response per item
- ☐ 8. Complete student demographic information (see Section V, Student Demographic Information). If student demographic information is already coded, ensure each student is the person named on the answer document at the beginning of every testing session.
- ☐ 9. Ensure students understand directions for taking the test (see Section V, Test Directions).
 - A) encourage students to attempt all items
 - B) assist students with mechanical acts, such as finding the correct place to begin test/subtest
 - C) make sure students respond to the test without help from anyone
 - D) do not provide assistance that could indicate an answer
 - E) discourage writing in test booklets
- ☐ 10. Administer the test observing all time limits and start/stop commands.
- ☐ 11. Use the roster of students to denote absentees from test.
- ☐ 12. Remain with the students and be observant and non-disruptive throughout the test session.
- ☐ 13. Manage test disruptions to ensure the validity of test results.
 - A) test disruptions must be avoided
 - B) students who must temporarily leave during the test session must not have access to reference materials
 - C) enforce applicable time limits, document beginning and ending of any disruption or temporary absence, and modify test session stopping time for affected student(s) accordingly

- ☐ 1. Notify Building Testing Coordinator immediately of any suspected testing security concerns.
- ☐ 2. Verify each student is the person named on the answer document.
- ☐ 3. Collect all answer documents after every test session.
 - A) count to confirm all answer documents are collected
 - B) ensure student demographics are filled out completely
 - C) remove any tape, sticky notes, staples, paper clips, etc.
 - D) notify Building Testing Coordinator of any significantly damaged or contaminated (e.g., vomit, blood) documents for review
 - E) bind materials together using only **paper** for bands; adding machine tape works well
- ☐ 4. Collect all test materials after every test session.
 - A) count to confirm all materials have been collected
 - B) remove any tape, sticky notes, staples, paper clips, etc.
 - C) ensure all scratch paper has been signed and collected
 - D) examine scratch paper for any inappropriate information
 - E) bind materials together using only **paper** for bands; adding machine tape works well
- ☐ 5. Compile a list of absent students noting test missed and give to the Building Testing Coordinator at the completion of the test administration.
- ☐ 6. Complete the GIS according to instructions, per school procedures (see Section VII, Group Information Sheet [GIS]).
- ☐ 7. Complete the Answer Sheet Envelope.
 - A) write teacher name as listed on GIS, school, system and number of students in upper left corner
 - B) write content area of materials enclosed in large bold print at top
 - C) place answer documents under completed GIS inside envelope
- ☐ 8. Complete and sign the Breach of Testing Security Report (Section I, Test Security) form according to school procedures.
Note: Do not write comments on answer documents.
- ☐ 9. Assemble and return all test materials to the Building Testing Coordinator, separated according to school procedures.
 - A) scratch paper
 - B) list of absentees
 - C) completed GIS, per school instructions
 - D) used answer documents in Answer Sheet Envelopes (answer documents should be stacked with demographic grids face up and cut corners aligned at upper left side)
 - E) Breach of Testing Security Report forms
 - F) other used and unused test materials
 - (1) used test booklets, including those marked with student names and/or stray marks
 - (2) unused answer documents and test booklets
 - G) ancillary materials
 - (1) *Test Administration Manual*
 - (2) Blank and inaccurately completed State assessment forms
 - H) materials with manufacturing defects (notify the Building Testing Coordinator)

The diagram illustrates the assembly of an Answer Sheet Envelope. At the top is a Group Information Sheet (GIS) form with the following fields: Examiner (Donna Smith), School (Any School), District (Nashville), State (Tennessee), Grade (0), and # of Students (10). Below the GIS form are two stacks of answer sheets. The first stack is labeled '1 of 8' and the second is labeled '2 of 8'. An arrow points from the GIS form to the first stack of answer sheets, indicating that the GIS form is placed on top of the answer sheets.

| | |
|--------|--------------------------------|
| BLUE | End-of-Course Physical Science |
| MAROON | End-of-Course U.S. History |

Answer Document, Sample

Student Demographic Information

Coding Instructions

Incorrect, incomplete, or illegible information will result in inaccurate test data, delay test processing, and may have a negative impact on final reports. Fill in only one circle in each column.

- ☐ Ensure student demographic information is properly marked.
 - ☐ use No. 2 pencil to make dark solid marks that fill the circle completely
 - ☐ make no stray marks
 - ☐ marking more than one circle in each column will invalidate the coding
 - ☐ erase changes completely
- ☐ Code student demographic information on the answer documents.
 - 1 **NAME:** Print the student's full legal name (LAST, FIRST, and MIDDLE INITIAL) in the spaces provided. If there are not enough spaces for any name, print only as many letters as there are spaces. Fill in the corresponding circle below each letter. If the letter space is blank, fill in the empty circle at the top of the column under that letter space.
 - 2 **SYSTEM, SCHOOL, AND TEACHER:** Names must be printed in the appropriate spaces. For private schools, system name should be the same as school name.
 - 3 **BIRTH DATE:** Fill in the appropriate circles in each column for the month, day, and year of birth. If day is a single-digit number, precede it with a zero (0).
 - 4 **GRADE:** Fill in the circle corresponding to the student's grade level.
 - 5 **GENDER:** Fill in the appropriate circle.
 - 6 **SCHEDULE:** Fill in the corresponding circle for the school's schedule.
 - ☐ Regular: school or system has a two-semester schedule
 - ☐ Block: school or system has any block schedule variation
 - 7 **CLASS ATTENDANCE:** Fill in the corresponding circle based upon the student's expected attendance; this is not an indication of the number of days present when the test is taken.
 - ☐ less than 150 days in a two-semester class
 - ☐ less than 75 days in a block-schedule class
 - 8 **MEMBERSHIP DATA:** Fill in the circle corresponding to the student's enrollment.
 - ☐ 1 The student has been continuously enrolled in this school since the 1st reporting period.
 - ☐ 2 The student has **NOT** been continuously enrolled in this school, but **HAS BEEN** enrolled in this school district since the 1st reporting period.
 - ☐ 3 The student has **NOT** been continuously enrolled in this school district, but **HAS BEEN** enrolled in a Tennessee public school district since the 1st reporting period.
 - ☐ 4 The student has **NOT** been continuously enrolled in a Tennessee public school district since the 1st reporting period.

Note: Home School and Private School students should be coded in this area.
 - 9 **VERSION:** Fill in the corresponding circle for the version of the test booklet used by **each** student.

Note: Incorrectly completing this circle will impact test data.

- 10 **SPECIAL PROGRAMS:** To ensure accuracy, Test Administrators should complete this section for students who receive special services.

☐ **TITLE I (Only schools receiving Title I funds complete this information.)**

- SWP – School-wide Program: Fill in the corresponding circle for **each** student in the Title I school-wide project school.
- TAS – Targeted Assistance School: Fill in the corresponding circle for **each** student in the Title I targeted assistance school.
- TAS Direct Service: Fill in the corresponding circle for **each student receiving direct Title I assistance.** (This section is not to be filled out if the student is enrolled in a school-wide project school.)
- Poverty Level: Fill in the corresponding circle for **each** student in a Title I targeted assistance or school-wide project school. The poverty level is the percentage reported in the school's annual Title I plan.

☐ **CODE A/B (All schools must complete this information.)** Fill in the appropriate circle for **each** child in **every** school

- Code A: ELIGIBLE for free or reduced price lunch
- Code B: NOT eligible for free or reduced price lunch

Code A or B:

Federal Law [Title I of the Elementary and Secondary Education Act as amended by Title I of the Improving America's School Act (IASA, P.L. 103-382), Section 111 (b)(3)(1)] requires the disaggregation of student performance on state-mandated tests by certain categories including economically disadvantaged as compared to those who are not economically disadvantaged. **This requirement applies to all students taking all state-mandated assessments.** Extreme confidentiality when entering this data must be maintained. Any questions concerning this coding should be directed to the local School Nutrition Coordinator or the State Director of School Nutrition at (615) 532-4714.

☐ **OTHER PROGRAMS**

- ELL (English Language Learner): Fill in the corresponding circle if the student qualifies as an ELL (see Section III, 2003–2004 English Language Learner Accommodations).
- Migrant: Fill in the corresponding circle if the student qualifies with a Migrant Education Certification of Eligibility (COE). For a list of children with COEs, contact the local Title I Director.
- 504 Student Services Plan: Fill in the corresponding circle if the student has a 504 Student Services Plan.
- Gifted: Fill in the corresponding circle if the student qualifies as gifted. Do not include in special education unless the student is receiving some other special education services (e.g., speech).

☐ **SPECIAL EDUCATION**

Fill in the circle corresponding with the appropriate number of hours for **each** student receiving special education services.

- Less than 4 hours per week
- 4–22 hours per week
- 23 or more hours per week

- 11 **ELL ACCOMMODATIONS** (according to State criteria)
Fill in the circle corresponding to the accommodation used (see Section III, 2003–2004 English Language Learner Accommodations).
- ☐ Q extended time
 - ☐ R bilingual dictionary
 - ☐ S read aloud internal **test instructions verbatim**
 - ☐ T read aloud internal **test items verbatim**
- 12 **SOCIAL SECURITY NUMBER:** The student's Social Security Number must be printed in the boxes and the corresponding circles filled in below each number.
- 13 **TEST TYPE:** Large Print and Braille versions are not available for the End-of-Course Physical Science and U.S. History Tests.
- 14 **SPECIAL ACCOMMODATIONS** (according to State criteria)
Fill in the circle corresponding to the accommodation used (see Section III, 2003–2004 Special Accommodations).
- ☐ B extended time – visual impairments
 - ☐ C read aloud/sign internal test **instructions verbatim**
 - ☐ D read aloud/sign internal test **items verbatim**
 - ☐ F talking (with earphones) or Braille calculator
 - ☐ I student reads items into auditory recorder
- 15 **ETHNIC ORIGIN:** Fill in the circle that best represents the student's ethnic origin.
- 16 **TESTING STATUS:** Fill in the appropriate circle for the student's testing status. Mark only one.
- ☐ 1st Time Taker – Fill in this circle if this is the student's first time taking this course test.
 - ☐ Repeat Taker – Fill in this circle if the student has taken this course test before.
- ☐ Verify student demographic information is correctly coded on the answer document.

Calculator Use

Students may use a calculator on the EOC Physical Science Test per system policy. The student is responsible for bringing an acceptable calculator to the testing session. Sharing calculators during testing is not permitted. The Test Administrator is responsible for ensuring students do not use calculator memory to store test information.

The following types of calculators/devices may **NOT** be used during the test:

- pocket organizers
- electronic writing pads or input devices
- calculators with symbolic algebra capabilities, e.g., multiply or factor polynomials. Some examples of prohibited calculators:
 - Casio models: CFX-9970G, Algebra FX 2.0
 - Hewlett-Packard models: HP-40G, HP-49G
 - Texas Instruments models: TI-89, TI-92, Voyage 200
- calculators that can communicate (transfer data or information) wirelessly with other calculators/devices

Students may use any four-function, scientific, or graphing calculator that does not have any of the above features. The Test Administrator should verify calculators used by the students do not have prohibited functions.

Physical Science Formula Page

A Physical Science formula page is on Page 1 of the EOC Physical Science test booklets. The students may use this page during the testing session. The Test Administrator should inform students that this page is there for their use.

Physical Science Periodic Table of the Elements

A periodic table of the elements is on Page 2 of the EOC Physical Science test booklets. The students may use this table during the testing session. The Test Administrator should inform students that this table is there for their use.

Test Directions

Make sure each student has the correct test booklet, corresponding answer document, and a pencil. The test booklet and answer document should have the same color. Read the bold statements beside the word “Say” verbatim to the students. This is to be read after student demographics have been completed (see Section V, Student Demographic Information).

Say Look at the front of the test booklet. Write your first and last name in the blank at the top of the cover of the test booklet. Print the school name, the name of the teacher you had for this subject, and the school system name in the blanks provided.

Make sure the students complete this information.

Say **At the bottom of the front cover of the test booklet is the Version number. Make sure the same number is filled in on the front of your answer sheet in the section labeled “VERSION.”**

Make sure the students complete this information.

Say Read the directions on the back of the answer sheet. Here are some important points to remember as you take the test. Read each question carefully. Fill in the circle on the answer sheet that matches the answer you choose for each question. Fill in the circle completely with heavy and dark marks. If you want to change an answer, completely erase the mark and fill in the circle of your new answer choice. Remember to read all the directions carefully. You should attempt every item on the test.

When you come to the word *STOP* you have finished the test. When you have finished, you may check your answers. Then sit quietly until everyone has finished.

Are there any questions?

Answer any questions the students have about the directions on taking the test.

Say **You have 75 minutes to complete this test.**

On the back of the answer sheet, find Number 1. Be sure to begin marking your answers here. Open your test booklet to page 1. You may begin.

End-of-Course Tests allow 75 minutes (1 hour 15 minutes).

Record the starting time on this line: _____

Add 75 minutes (1 hour 15 minutes), +75

And record stopping time on this line: _____

When the test time has ended or when all students have completed the test,

Say **This is the end of the test. Put down your pencil and close the booklet. Sit quietly while the test materials are collected.**

Collect all test materials.

IMPORTANT: As you collect the test materials, make sure the correct Version is marked on the answer document.

SECTION VI: COORDINATORS' CHECKLISTS

Building Testing Coordinator's Checklist for Physical Science and U.S. History Only

BEFORE TESTING

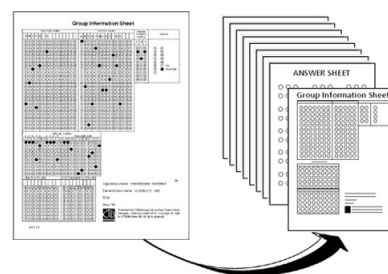
- ☐ 1. Assist System Testing Coordinator with compiling test material orders.
- ☐ 2. Attend training session for Building Testing Coordinators.
- ☐ 3. Coordinate with Principal to ensure that the school calendar provides an appropriate test setting free of disruptions, e.g., no field trips, assemblies, building/grounds maintenance, visitors, etc.
- ☐ 4. Disseminate testing schedule, test security plan, and other testing information to school personnel and parents/guardians.
- ☐ 5. Conduct or reinforce training for Test Administrators and Proctors and provide documentation to System Testing Coordinator.
- ☐ 6. Establish a restricted, secure, centrally-located storage area for test materials.
- ☐ 7. Count to confirm test materials received (**retain boxes and return address labels for return shipment**).
- ☐ 8. Establish a secure and efficient plan for distributing, collecting, and storing test materials.
 - A) create a check-in and check-out list
 - B) require Test Administrator signature before and after each test session
 - C) count test materials before and after each test session
- ☐ 9. Distribute the *Test Administration Manual* to Test Administrators.
- ☐ 10. Monitor to ensure Test Administrators have obtained rosters of students to be assessed.
- ☐ 11. Monitor to verify the building and each test setting are appropriately prepared.
 - A) common areas are free of instructional and reference materials
 - B) instructional materials are concealed or removed from test settings
 - C) seating is arranged to ensure students work without assistance from others
- ☐ 12. Ensure all test settings have appropriate test materials.
- ☐ 13. Distribute restricted test materials immediately prior to each testing session, adhering to security guidelines.
 - A) test materials – confirm for appropriate grade level or content area
 - B) modified format tests, as needed
 - C) State assessment forms, per school procedures:
 - (1) Group Information Sheet (GIS)
 - (2) Breach of Testing Security Report
- ☐ 14. Obtain Test Administrator's signature on materials check-out list.

DURING TESTING

- ☐ 1. Monitor to enforce the local test security plan and test schedule.
 - A) ensure electronic communication devices are turned off
 - B) conduct spot checks of test settings
 - C) assist Test Administrators and Proctors with emergencies during testing
 - D) ensure Test Administrators and Proctors do not read test items or passages, unless indicated in test instructions or accommodations
 - E) notify System Testing Coordinator of any suspected testing security concerns
- ☐ 2. Work with school administration to minimize test disruptions, e.g., announcements, bells, lunch schedule.
- ☐ 3. Ensure secure storage of test materials before, between, and after each test session.

AFTER TESTING

- ☐ 1. Collect and count all test materials after each test session.
- ☐ 2. Obtain Test Administrator's signature after each test session on check-in list as confirmation of count.
- ☐ 3. Verify scratch paper does not contain any inappropriate information and dispose of in a secure manner.
- ☐ 4. Ensure proper completion and placement of each GIS (see Section VII, Group Information Sheet [GIS]).
- ☐ 5. Verify students included under the GIS have been placed with the appropriate teacher.
- ☐ 6. Sort, check, and count test materials at conclusion of all testing.
 - A) verify that answer documents have been removed from test booklets
 - B) do not write comments on answer documents
 - C) answer documents should be stacked with demographic grids face up and cut corners aligned at upper left side
- ☐ 7. Review used answer documents for inventory.
 - A) verify all student demographic information, including code A or B data (see Section V, Student Demographic Information)
 - B) place answer documents under the appropriate GIS
- ☐ 8. Assemble with GIS on top by content area.
 - A) GIS
 - B) all regular and transcribed answer documents for teacher on GIS
 - C) ensure answer documents are stacked with demographic grids face up and cut corners aligned at upper left side under the appropriate GIS
 - D) place GIS and related answer documents in the Answer Sheet Envelope
 - E) ensure information on outside of envelope corresponds with the GIS and answer documents enclosed
 - F) ensure only **one teacher** and **one content** area are in each envelope
- ☐ 9. Review completed Breach forms.
 - A) verify appropriate use, accurate completion, and sign
 - B) make a copy and retain for school use
 - C) place in special envelope provided



- ☐ 10. Review other used and unused materials.
 - A) used test booklets
 - (1) paper band by content
 - (2) inaccurately completed GISs
 - B) unused test materials
 - (1) test booklets, including those marked with student names and/or random markings
 - (2) unused answer documents
 - C) ancillary materials
 - (1) *Test Administration Manual* copies
 - (2) blank State assessment forms
 - D) materials with manufacturing defects, e.g., missing pages, illegible printing, miscolated pages, faulty binding
 - (1) test booklets
 - (2) *Test Administration Manual* copies
 - (3) answer documents
 - (4) paper band and label as manufacturing defects
 - (5) notify Evaluation and Assessment
- ☐ 11. Complete the School/Group List (see Section VII, School/Group List [SGL]).
- ☐ 12. Compile all used and unused test materials in the specified order, **pack them in the original shipping boxes** and return to the System Testing Coordinator (see Section VII, Return Procedures).
- ☐ 13. Make a list of contents by box to retain for school records.

CENTRAL OFFICE DISTRIBUTION LOG
Spring 2004 EOC ASSESSMENT PROGRAM

System Name: _____ **System #:** _____

Testing Coordinator: _____ **Phone:** _____

Subject/Course: _____

Please duplicate this log as needed. Use one page for each subject/course. Record all test materials (books, manuals, Breach of Security Forms, and other misc. materials) that are sent to each school in your system from the Central Office extra box.

Please keep an accurate record. Return this completed form so that the Test Distribution Center may account for all test materials sent to your system.

| SCHOOL | DATE SENT | # BOOKLETS | # MANUALS | # MISC MATERIALS |
|--------|-----------|------------|-----------|------------------|
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Central Office Distribution Log, Sample

System Testing Coordinator's Checklist for Physical Science and U.S. History Only

BEFORE TESTING

- ☐ 1. Maintain current communication between the State and local system.
 - A) Submit contact information for System Testing Coordinator(s) to the Evaluation and Assessment Division
 - (1) office e-mail address
 - (2) office phone number
 - (3) emergency phone number
 - (4) fax number
 - (5) mailing address
 - (6) shipping address, if different from mailing address
 - B) check e-mail frequently for assessment information
 - C) distribute appropriate assessment information systemwide
 - D) contact the State with local school assessment concerns, as needed
- ☐ 2. Implement local test security plan and disseminate information systemwide.
- ☐ 3. Coordinate test material orders from Building Testing Coordinators and verify for accuracy.
 - A) ensure test material orders include all applicable schools, grades, courses, and students
 - (1) students enrolled in tested courses
 - (2) special education students
 - (3) ELL students
 - (4) transfer students
 - B) ensure accuracy of orders to prevent material shortages and late orders
 - C) complete orders according to State schedule, copy, and retain for system records
- ☐ 4. Attend State assessment meetings for System Testing Coordinators.
- ☐ 5. Develop testing schedules with school administrators to minimize test security risks (e.g., testing to occur at the same time systemwide, administering a content subtest (8th grade Writing or 5th grade Math, Part 1) at the same time across a grade level in a school, administering a subject test (End-of-Course English I) at the same time within a school).
- ☐ 6. Notify media and appropriate local officials (e.g., Fire Chief, Community Event Planners) of testing schedule to prevent test disruptions.
- ☐ 7. Conduct assessment training session for Building Testing Coordinators and other system personnel.
- ☐ 8. Keep a copy for system records of the completed packing list and the number of boxes per school being returned.
- ☐ 9. Receive shipment of test materials.
 - A) retain shipment boxes at the system/building for return shipment
 - B) retain pallet(s), if applicable
 - C) locate the Test Coordinator's Kit containing return shipment materials
 - D) retain return address labels for return of Central Office Box
 - E) establish a system process for packing materials for return with Building Testing Coordinators

- ☐ 10. Verify quantities of all test materials received and distributed.
- ☐ 11. Provide extra materials from the Central Office Box to schools with shortages and document on the Central Office Distribution Log.
- ☐ 12. Notify CTB/McGraw-Hill immediately if additional test materials are needed.
- ☐ 13. Verify each school's inventory to document test material inventories and additions, as needed.
- ☐ 14. Distribute restricted test materials to Building Testing Coordinators, adhering to security guidelines.
 - A) test materials - confirm for appropriate content area
 - B) State assessment forms, per school procedures:
 - (1) School/Group List (SGL)
 - (2) Group Information Sheet (GIS)
 - (3) Breach of Testing Security Report
- ☐ 15. Implement procedures to ensure all students are assessed and accounted for as required.
- ☐ 16. Contact the Evaluation and Assessment Division with any questions.

DURING TESTING

- ☐ 1. Monitor to ensure schools are following testing schedule and local test security plan.
- ☐ 2. Assist Building Testing Coordinators with problems or emergencies during testing.

AFTER TESTING

- ☐ 1. Lead all investigations of local test security concerns.
- ☐ 2. Monitor to ensure Building Testing Coordinators have sorted, checked, and counted used and unused test materials as directed in Building Testing Coordinator's checklist.
 - A) verify used and unused test materials are collected from each applicable school
 - B) verify all counts on Shipping Order form for each school, including additional materials from Central Office Box
 - C) verify the correctly completed SGL is included for each school
 - D) verify the GIS is completed accurately and included with each group of answer documents for the teacher listed on the GIS
 - E) verify Answer Sheet Envelopes are completed correctly and contain **one teacher** and **one content area**
- ☐ 3. Complete the Central Office Distribution Log, make a copy and retain for system use.
- ☐ 4. Complete a Breach of Testing Security Report for any discrepancies in inventory of test booklets.
- ☐ 5. Review the Breach of Testing Security Report forms for appropriate use and accurate completion. Return per instructions.

Note: Do not write comments on answer documents.

 - A) attach documentation including action taken
 - B) retain copy for system use

- ☐ 6. Organize Answer Sheet Envelopes and other materials for return to CTB/McGraw-Hill (see Section VII, Return Procedures for Physical Science and U.S. History Only).
- ☐ 7. Ensure all other used and unused test materials, including Central Office Box and Central Office Distribution Log, are **packed in the original shipping boxes** in the specified order (see Section VII, Return Procedures, Preparing for Shipment).
- ☐ 8. Keep a copy for your records of the completed packing list and the number of boxes per school being returned.
- ☐ 9. Return test materials to CTB/McGraw-Hill (see Section VII, Return Procedures).

SECTION VII: POST-TEST PROCEDURES

Group Information Sheet (GIS)

Coding Instructions

The Group Information Sheet (GIS) provides data that will appear on reports. It is essential a complete and accurate GIS be placed on top of each stack of answer documents. **Incorrect, incomplete, or illegible information will result in inaccurate test data, and will delay test processing. GISs precoded with school specific data must not be interchanged between schools or systems.**

- ☐ Ensure GIS information is properly marked.
 - use No. 2 pencil to make dark solid marks that fill the circle completely
 - make no stray marks
 - marking more than one circle in each column will invalidate the coding
 - erase changes completely
 - do not fill in circles beneath blank boxes
- ☐ Keep the following points in mind when preparing the GIS.
 - note that some information may have been either pre-printed or blocked out
 - all answer documents must be placed under a GIS
 - answer documents to be destroyed should **not** be placed under a GIS
 - if completing a blank GIS, use a pre-coded GIS to ensure information is identical for processing
- ☐ Complete GIS information.
 - 1 **TEACHER NAME:** Print teacher's last name, first name, or middle initial in the boxes. Fill in the corresponding circle below each letter.
 - 2 **SCHOOL NAME:** The school name may have been pre-printed. If using a blank GIS, print the school name exactly as it appears on a pre-printed GIS. If pre-printed forms are not available, System Testing Coordinator must contact Evaluation and Assessment for correct coding information.
 - 3 **NUMBER STUDENTS TESTING:** Print in the boxes the number of students whose answer documents are grouped with the GIS and fill in the corresponding circle below each number. Single- or double-digit numbers must be preceded by zero(s).
 - 4 **GRADE:** The grade has been precoded as "ungraded." Due to the nature of the Gateway and End-of-Course Tests, the grades of the individual students tested will vary.
 - 5 **SPECIAL CODES:** This has been precoded with the system and school identification numbers.
 - 6 **TEACHER SOCIAL SECURITY NUMBER:** The teacher's Social Security Number must be filled in accurately. Use columns L through V (columns O and R should be left blank). Marking more than one circle in each column will invalidate the coding.
 - 7 **CONTENT AREA:** In BLUE or BLACK ink, indicate the content area being tested.
 - 8 **ORGANIZATION NAME:** Place answer sheets for Physical Science and U.S. History behind a GIS with Tennessee End-of-Course. (Using an incorrect GIS will delay processing.)

Do not combine Physical Science or U.S. History field test materials with English I and Math Foundations II End-of-Course materials. Special handling is required. All Physical Science and U.S. History field test materials must be returned to CTB/McGraw-Hill for processing.

Group Information Sheet

| TEACHER NAME 1 | | | | | | | | | | | | | | | SCHOOL NAME 2 | | | | | | | | | | | | | | | Number Students Testing 3 | | | GRADE 4 | |
|-----------------------|---|---|---|---|--|--|--|--|--|--|--|--|--|--|----------------------|---|---|---|---|---|---|---|---|---|---|--|--|--|--|----------------------------------|---|---|---------------------|--|
| S | M | I | T | H | | | | | | | | | | | A | N | Y | S | C | H | O | O | L | H | S | | | | | 1 | 3 | 1 | | |
| <div>PRECODED</div> | | | | | | | | | | | | | | | <div>PRECODED</div> | | | | | | | | | | | | | | | <div>PRECODED</div> | | | <div>PRECODED</div> | |

7
PHYSICAL SCIENCE

| SPECIAL CODES 5 | | | | | | | | | | TEACHER SSN 6 | | | | | | | | | | | | | | | | | | | | | |
|------------------------|---|---|---|---|--|---|---|---|---|----------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 0 | 0 | 0 | 5 | 1 | | 0 | 0 | 0 | 5 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V |
| <div>PRECODED</div> | | | | | | | | | | <div>PRECODED</div> | | | | | | | | | | | | | | | | | | | | | |

| ORG-TP (CTB USE) | | | | | | | | | | STRUC/ELEMENT # (CTB USE) | | | | | | | | | | | | | | | | | | | |
|---------------------|---|---|---|---|---|---|--|--|--|---------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| M | 0 | 0 | 0 | 1 | 1 | 0 | | | | | | | | | | | | | | | | | | | | | | | |
| <div>PRECODED</div> | | | | | | | | | | <div>PRECODED</div> | | | | | | | | | | | | | | | | | | | |

Teacher's Social Security Number MUST be filled in accurately!

Organization Name: **TENNESSEE EOC** **8**

Element/District Name: **DISTRICT ONE**

SO #:

State: **TN**



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Group Information Sheet, Sample

School/Group List (SGL)

Completion Instructions

The School/Group List (SGL) provides a comprehensive list of all GIS forms for each school. Use the SGL to cross reference information from the GIS forms and to verify the number of answer documents to be scanned/scored. **Incorrect, incomplete, or illegible information may result in inaccurate test data and will delay test processing.**

- ☐ Keep the following points in mind when preparing the SGL.
 - note that some information may have been pre-printed
 - if a teacher/administrator/group has more than one GIS with answer documents to be scanned/scored, the information for each set should be listed separately
 - SGL forms may be photocopied, if needed
 - for End-of-Course, each content area **must** be listed on a separate SGL (**combining content areas on an SGL will delay processing**) Do not combine Physical Science or U.S. History materials with English I and Math Foundations II End-of-Course materials
- ☐ Complete the SGL information.
 - 1 **DISTRICT/ELEMENT NAME:** May be pre-printed. If not, print the system name in the space.
 - 2 **SCHOOL:** May be pre-printed. If not, print the school name in the space provided.
 - 3 **AREA OR REGION:** May be pre-printed. If not, print the system number on the line provided.
 - 4 **SCHOOL NUMBER:** May be pre-printed. If not, print the school number on the line provided.
 - 5 **CONTACT PERSON:** Print the Building Testing Coordinator's name and telephone number, including area code.
 - 6 **TEACHER:** List each teacher/group by the name shown on the GIS. **The name should be spelled and written exactly as it is on the GIS. Note:** If a teacher has multiple GIS forms, list each separately on the SGL. Distinguish sections by labeling with "A," "B," etc., or "one," "two," etc. **Make sure it is exactly the same on the GIS.**
 - 7 **GRADE:** Leave blank.
 - 8 **NUMBER TESTED:** For each group, write the number of student answer documents. This number should match the corresponding GIS.
 - 9 **CONTENT AREA:** One SGL should be used per content area per assessment. Document the content area in the space above "Comments" (e.g., EOC Physical Science).

Return Procedures for Physical Science and U.S. History Only

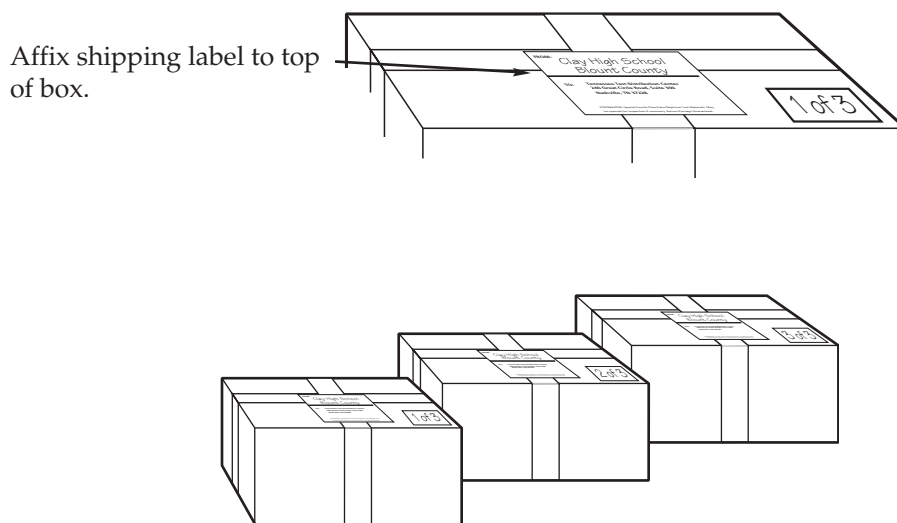
Guidelines for Returning the Breach of Testing Security Report

- ☐ 1. Complete the Breach of Testing Security Report in your Test Coordinator's Kits if a breach of security occurs.
- ☐ 2. Place the top copy of the Breach of Testing Security Report in the special envelope provided for return to CTB/McGraw-Hill. A sample of the form appears on page 3 of this manual.

Preparing for Shipment

Notice: All test materials, used and unused, must be returned to you from your schools immediately after testing.

- ☐ 1. Once you have received all the test materials from the schools in your system, verify quantities. Be sure to account for any extra materials sent to schools.
- ☐ 2. Locate the return address labels in your Test Coordinator's Kit.
- ☐ 3. Assemble and organize the materials returned to the Central Office according to the checklists provided on the following pages.
- ☐ 4. Copy these checklists and provide training for processing at the school level.
- ☐ 5. Prepare documents for return to CTB/McGraw-Hill.
- ☐ 6. Package the used and unused materials in the same boxes in which they were originally shipped.
Complete the identifying information on each shipping label that CTB/McGraw-Hill has provided.
- ☐ 7. Affix to the top of each box a new shipping label covering the previous mailing label.



- ☐ 8. Arrange for pickup
- A) A separate Federal Express airbill for EACH assessment has been included in your Coordinator Kit. Do not mix Physical Science and U.S. History End-of-Course materials.
 - B) To arrange pickup of test materials for return to CTB/McGraw-Hill, please contact Federal Express at (800) GO-FEDEX. (Select Option 1 to arrange pickup.)
 - C) Please have your Federal Express airbill(s) available before calling Federal Express so they will be able to serve you efficiently.
 - D) Keep a copy of your Federal Express airbill(s) in case tracking is needed.
 - E) May 5, 2004, is the last day to arrange for pickup of the Physical Science and U.S. History field test materials.
- DO NOT COMBINE PHYSICAL SCIENCE OR U.S. HISTORY FIELD TEST MATERIALS WITH ENGLISH I AND MATH FOUNDATIONS II END-OF-COURSE MATERIALS!**

SECTION VIII: TROUBLESHOOTING FOR PHYSICAL SCIENCE AND U.S. HISTORY ONLY

| <i>If this happens.....</i> | <i>Do this:</i> |
|--|--|
| Test materials do not arrive by the specified date. | Contact CTB/McGraw-Hill at (877) 325-5416. |
| Inadequate quantities of test materials or ancillary materials are received. | Contact your System Testing Coordinator. Your Central office has been given a small supply of materials to cover any shortages. |
| Large Print or Braille versions are not received. | For this administration, Large Print or Braille versions are not available. |
| Test materials are defective or damaged. | Contact the Evaluation and Assessment Division immediately. Return defective test materials separately per Evaluation and Assessment instructions. |
| Additional test materials are needed on the testing date. | Building Testing Coordinators should first contact the System Testing Coordinator. If the quantity of materials is still insufficient, the System Testing Coordinator should contact CTB/McGraw-Hill. |
| One or more test booklets and/or manuals are not accounted for after test administration. | Contact Test Administrators to see if the missing materials can be located. Complete a Breach of Testing Security Report form. |
| Not all used and unused answer documents are accounted for after test administration. | Check test booklets first to see if any answer documents were placed inside them. If answer documents are not found, contact the Test Administrator. Note the shortage on a Breach of Testing Security Report form. |
| NOTE: A completed Breach of Testing Security Report form must be returned to CTB/McGraw-Hill to explain any discrepancies on the count of test booklets and answer documents being returned. This form should be sent to CTB/McGraw-Hill in the special envelope provided. | |



**Return these materials to the
Tennessee Test Distribution Center.**

CTB/McGraw-Hill
20 Ryan Ranch Road
Monterey, CA 93940-5703
800.538.9547 | www.ctb.com

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